

TAKING STOCK-REFLECTION TOOL

How did it go? Use the tables below to take stock of your implementation of the six

curriculum components in the Learning Experience.

Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 2. CHALLENGE STATEMENT Time Spent Challenge Spent	too much high too high	right a moderate just i	low	too little	
Level of Difficulty Notes, examples and next steps: 2. CHALLENGE STATEMENT Time Spent				too little	
Notes, examples and next steps: 2. CHALLENGE STATEMENT Time Spent	too high	just i		mixea	
2. CHALLENGE STATEMENT Time Spent			right	too low	
Time Spent					
Time Spent					
•	I				
	too much	right amount		too little	
Student Engagement	high	high moderate low			
Level of Difficulty	too high	too high just right			
Notes, examples and next steps:					
3. ACTIVITIES					
Time Spent	too much	right a	mount	too little	
Student Engagement	high	moderate	low	mixed	
Level of Difficulty	too high	just i	right	too low	
Notes, examples and next steps:					
4. READINGS Time Spent	too much	right a	mount	too little	
Student Engagement	high	moderate	mixed		
Level of Difficulty	too high	just	right	too low	
Notes, examples and next steps:	5	,	5		
5. ADDRESS THE CHALLENGE	too much	riaht a	mount	too little	
5. ADDRESS THE CHALLENGE Time Spent	too much high	right a	mount Iow	too little mixeo	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement	high	moderate	low	too little mixeo too low	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement Level of Difficulty	1		low	mixed	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement	high	moderate	low	mixed	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement Level of Difficulty	high	moderate	low	mixed	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 6. SENSE-MAKING DISCUSSION	high	moderate	low	mixed	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 6. SENSE-MAKING DISCUSSION Time Spent	high	moderate just i	low right	mixed	
5. ADDRESS THE CHALLENGE Time Spent Student Engagement Level of Difficulty Notes, examples and next steps: 6. SENSE-MAKING DISCUSSION	high too high	moderate just i	low right	too low	

biology ↑

1 BRAINSTORMING DISCUSSION

More Detail on the Activities (component 3)

Use the table below to take stock of the activities component in more detail.

Evaluate the **Activities** aspects as *high, medium, or low* in frequency.

3. ACTIVITIES						
Students:	high	medium	low			
discussed the experimental design						
used models to explore concepts						
made connections between models and concepts						
analyzed data						
made arguments from data						
constructed explanations from data						
other						
Notes, examples and next steps:						

More Detail on the Discussions (components 1 and 6)

Use the tables below to take stock of the discussion components in more detail.

Evaluate the **Discussion** aspects as *often*, *moderate*, or *almost never in frequency*.

1. BRAINSTORMING DISCUSSION					
Students:	often	moderate		almost never	
participated and played a substantive role in directing the content of the discussions					
talked to each other and shared their ideas					
contributed ideas, questions and opinions					
other					
Notes, examples and next steps:					
6. SENSE-MAKING DISCUSSION					
Students:	oft	ten	moderate		almost never
participated and played a substantive role in directing the content of the discussions					
talked to each other and shared their ideas					
contributed ideas, questions and opinions					
other					
Notes, examples and next steps:					